

Unit Cover Page

Unit Title: Creating Strong Persuasive Essays **Grade Level(s):** 11 & 12

Subject/Topic Area(s): English and writing

Key Words: Creating, persuasive, essay, and writing

Designed By: Tyler M. Michaud **Time Frame:** _____

School District: RSU 09 **School:** Mt. Blue Middle School

Brief Summary of Unit (including curricular context and unit goals):

Learning how to develop an opinion, support it, and present it in a professional manner is crucial in a variety of settings: whether it be at a business meeting, written on an application, dinner out with a friend, or in the classroom. Over the course of the unit students will develop an understanding of persuasive writing. Through the exploration of editing, revising, planning, rewriting, relative vocabulary, and investigations of audience and personal explanations students will develop the skills needed to write a professional persuasive piece.

Unit design status: ___ completed Template pages - Stage 1, 2, and 3

___ completed Blueprint for each performance task ___ completed rubric(s)

___ directions to students & teachers ___ materials & resources listed

___ suggested accommodations ___ suggested extensions

Status: initial draft (date - _____) revised draft (date - _____)

___ peer reviewed ___ content reviewed ___ field tested ___ validated ___ anchored

Stage 1: Identify Desired Results.

Established Goals:

*Common Core State Standards
Content Area: English
Grade level: 11 & 12
Domain: Writing
Cluster: Production and Distribution
of Writing*

*Standard #5: Develop and
strengthen writing as needed by
planning, revising, editing,
rewriting, or trying a new approach,
focusing on what is most significant
for a specific purpose and audience.*

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What understandings are desired?

Students will understand that:

- *strong writing is achieved through planning, revising, editing, rewriting, or changing the approach of the work.*
- *establishing the most significant vein of their work and developing a voice and thesis that portrays it is essential to a well-developed piece.*
- *considering the intended audience is imperative to making your voice, as a writer, heard.*

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What essential questions will be considered?

- *How can I revise, edit, or rewrite my work to strengthen its potency?*
- *Why is my thesis significant to what I am hoping to achieve?*
- *How is my audience going to respond to the manner in which I portrayed my view?*

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What key knowledge and skills will students acquire as a result of this unit?

Students will know:

- *Sequences and timelines:
How to establish a factually sound
and clearly focused persuasive essay.*
- *Terminology:
Claims, radical revisions, reverse
outlining, thesis.*
- *Critical details:
How vocabulary and tone influence
the audiences interpretation of the
persuasive essay.*

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Students will be able to:

- *express their voice in a concise and supported manner.*
- *evaluate their own work for improvements to support their understanding of revision techniques.*
- *produce an outline.*
- *infer their perspective professionally and respectively.*
- *consider the opposing opinion and use it to strengthen their work.*
- *recognize the intended audience.*

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Stage 2: Determine acceptable evidence.

What evidence will show that students understand?

Performance Tasks* (Summary in G.R.A.S.P.S. form):

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Goal: To film a news editorial that will be aired on a news network.

Role: You were recently promoted to the head anchor at your news station.

Audience: A board of television producers and the network president at a well-known news source (CNN, FOX, ABC, NBC, Comedy Central, or other that must be approved by instructor).

Situation: It's your time to shine! The president of your news network has come to you and asked you to perform and lead your first editorial of a topic of your choice! First though, you have to present it to both the president and the board of producers for approval.

Product/Presentation: You will use iMovie to create a sample of the editorial presentation that will be judged for approval before final production.

Standards (Criteria from both rubrics - product and presentation):

Product: Character- 20%, Interest and Purpose- 30%, Creativity- 15%, Storyboard/planning- 10%, Footage Professionalism- 10%, Citations- 10%

Oral Presentation: Topic Clarity- 30%, Preparedness- 20%, Comprehension- 20%, Enthusiasm- 10%, Eye Contact and Posture- 10%, Well Spoken- 10%



**Complete a Performance Task Blueprint for each task (next page).*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

- Garage Band: choose a poem and create an audio recording of your recitation of it, include a brief one-page paper including your justification for your performance.
- Google Docs: edit each others work and write justifications for each edit.
- Inspiration: create an outline of paper.
- Read and Write: students will be divided into two groups and participate in a class-wide debate; before hand they will develop an outline of information and arguments to reinforce their side.
- Pages: students will be assigned a persona to investigate and create a brochure: including a profiling of what the assigned persona would look for in any persuasive piece.
- iMovie: create a news editorial.

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Student Self-Assessment and Reflection:

- Pre-assessment: introduce a topic and have the students write a semi-formal journal entry capturing their opinion, discuss the topic in class, and use the journals to assess persuasive methods and voice.
- Checking for Understanding: Quick Writes, Exit Ticket, Philosophical Chairs, One Last Question, As I See It, and What's Still Confusing Me...
- Timely Feed Back: self-assessment, peer feedback, and teacher feedback.

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Assessment Task Blueprint

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What understandings/goals will be assessed through this task?

- Strong writing is achieved through planning, revising, editing, rewriting, or changing the approach of the work.
- Establishing the most significant vein of their work and developing a voice and thesis that portrays it is essential to a well-developed piece.
- Considering the intended audience is imperative to making your voice heard.

- Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

What criteria are implied in the standard(s)/understanding(s) regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Persuasive Essays

Editing process

Through what authentic performance task will students demonstrate understanding?

Task Description:

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After becoming the head anchor at your network news station things have become rather slow, what could you possibly do now after reaching the top? Luckily, the president of the network feels the same way and has been asking for fresh ideas, specifically, he mentioned that you could lead your own editorial! So now what? First choose a topic that impassions you, one where even the thought of it makes you feel as if you could talk forever! Develop the idea and consider how your own opinion will be interpreted by your audience. Will they agree? If not, what awesome mind powers could you use to change their opinion? Also, remember that your audience is different than someone else's, so what do they want to see? Come up with an iMovie presentation of your incredibly interesting editorial to show to the board of producers and the network president; if this works out you could be on your way to having your very own talk show! All you have to do is be selected: fortunately, you are the head anchor so it should be a piece of cake, right?

What student products/performance will provide evidence of desired understandings?

iMovie

Oral Presentation

By what criteria will student products/performance be evaluated?

- Character- 20%
- Citations- 10%
- Interest and Purpose- 30%
- Creativity- 15%
- Storyboard/planning- 15%
- Footage Professionalism- 10%

- Topic is Clear- 30%
- Preparedness- 20%
- Comprehension- 20%
- Enthusiasm- 10%
- Eye Contact and Posture- 10%
- Well Spoken- 10%



Stage 3: Plan learning experiences and instruction.

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Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

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	Monday	Tuesday	Wednesday	Thursday	Friday
1		2	3	4	5
6		7	8	9	10
11		12	13	14	15